

2010

The Plymouth Student Scientist: Two Years On

Gresty, K.

Gresty, K. (2010) 'The Plymouth Student Scientist: Two Years On', The Plymouth Student Scientist, p. 1.

<http://hdl.handle.net/10026.1/13889>

The Plymouth Student Scientist
University of Plymouth

All content in PEARL is protected by copyright law. Author manuscripts are made available in accordance with publisher policies. Please cite only the published version using the details provided on the item record or document. In the absence of an open licence (e.g. Creative Commons), permissions for further reuse of content should be sought from the publisher or author.

The Plymouth Student Scientist: Two Years On

The Plymouth Student Scientist (TPSS) e-journal launched in January 2008 with the intention of celebrating and disseminating undergraduate research from the Faculty of Science at the University of Plymouth. At that time, we also had an additional aim that the journal would be used as a pedagogic tool to support academic writing. However, this could only realistically happen once we had a large repository of material for staff to direct students towards and so it remained an ambition for the early issues. Two years later, with the publication of the fifth issue, we are now able to claim that the journal is delivering on both accounts (Gresty & Edwards, 2009); staff have got a valued teaching resource and pre-final year students are getting an insight into research in their discipline, as well as seeing their peers' work published.

It has taken much time, effort and perhaps most importantly, money to get this e-journal initiative to this point. Staff across the newly extended Faculty are now aware of its existence and recommend it to their tutees as a learning aid, students are starting to request if they can publish their work in it and the project team are being consulted to develop other initiatives across the University and to share their experiences across the sector (see Gresty, 2009). There are now two other e-journals for undergraduates in the Faculties of [Education](#) and [Health](#), which have developed slightly different models to select and review their research material, helping to embed the research-informed teaching ethos into a range of programmes.

At this point in time, we are reviewing the long term sustainability of all the journals in the Plymouth stable. The original funding is about to run-out but we are exploring ways in which the University can continue to support this innovative venture, and extending its research-informed teaching and technology-enhanced teaching offer. Partner College groups associated with the University are keen to share in the potential benefits that an e-journal can provide, so the initiative appears to have gathered a critical momentum. The next year will be pivotal to the long term success of e-journals at Plymouth and I look forward to being able to write a TPSS editorial reflecting on the next two years' activity in 2012!

Editorial by Dr Karen A. Gresty

References

Gresty, K. & Edwards, A. (2009) Exploring both sides of an undergraduate e-journal: Celebrating Excellence and Supporting Academic Writing. *Presentation at 4th International Inquiring Pedagogies Conference 'Researching Beyond Boundaries, Academic Communities without Borders'*. University of Coventry (iPED 2009) Available at: http://cuba.coventry.ac.uk/iped09presentations/files/2009/09/andy-edwards_the-plymouth-student-scientist.pdf

Gresty, K. (2009) *'The Plymouth Student Scientist: an undergraduate e-journal'* Invited case study for Centre for Active Learning (CeAL), University of Gloucestershire. Available at: <http://resources.glos.ac.uk/ceal/resources/casestudiesactivelearning/undergraduate/casestudy14.cfm>